

### Grade Eight: Exploring Treaty Impacts and Alternatives

<p>TR8: Analyze the impact of treaty on the Métis people.</p> <p>Indicator:</p> <ul style="list-style-type: none"> <li>➤ Research and assess the role of the Métis in the treaty negotiation process.</li> <li>➤ Examine the role of interpreter in the treaty process (e.g. importance of language).</li> <li>➤ Examine the concept of Scrip, as opposed to being signatories of treaties, and explore the importance of having a land base from which to generate a livelihood.</li> <li>➤ Investigate how Métis peoples' identity was impacted with their inclusion in Treaty 10.</li> </ul>	<p>SI8: Assess the impact residential schools have on First Nations communities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>➤ Compare stories of First Nations people who attended residential schools to the experiences students have had in their own schools.</li> <li>➤ Investigate how First Nations people were forced to learn languages and cultures other than their own.</li> <li>➤ Represent the effects of residential schools on First Nations' languages and cultures.</li> <li>➤ Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools.</li> <li>➤ Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era.</li> </ul>	<p>HC8: Examine how Provincial, Territorial, and Aboriginal governments, who have not negotiated treaty, work to respect each other's interests.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>➤ Research and compare the experiences of British Columbia First Nations with the experience of people from Saskatchewan who have negotiated Treaties.</li> <li>➤ Analyze how respective world views influence the interests of each party who desire to enter into treaty.</li> <li>➤ Explore how each province and territory in Canada has worked towards developing a relationship with First Nations.</li> </ul>	<p>TPP8: Assess whether the terms of treaty have been honoured and to what extent the treaty obligations have been fulfilled.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>➤ Represent an understanding of the concepts "Medicine Chest" and "Education", as intended in the Treaties.</li> <li>➤ Relate various quality of life measures from the perspectives of First Nations and non-First Nations people based on the fulfillment of treaties.</li> <li>➤ Propose options that may address any inequities discovered.</li> </ul>
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## Grade Eight: Exploring Treaty Impacts and Alternatives – Treaty Relationships

### Inquiry Question #1: What was the role of the Metis people in treaty making?

Treaty Essential Learnings: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context), TEL 4 (Worldview), TEL 6 (Contemporary Treaty Issues)		
The Metis interpreters spoke mainly Cree, French and some English. These men were hired by the Canadian government to translate for them during Treaty 4, 5, 6, 8, and 10 negotiations. Their role was made difficult because they did not speak English fluently. Misunderstandings occurred in the translation from English to Nēhiyawak, Nahkawé, or French from the Treaty Commissioners and from the Denesûliné, Nēhiyawak, Nahkawé, and Nakota languages to French and English. Cultural differences were caused because of the different worldviews of the British Crown and First Nations.		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<b>Treaty Education – Treaty Relationships</b> TR8: Analyze the impact of treaty on the Métis people. Indicator: <ul style="list-style-type: none"> <li>➤ Research and assess the role of the Métis in the treaty negotiation process.</li> <li>➤ Examine the role of interpreter in the treaty process (e.g. importance of language).</li> </ul>	<b>Role of the Metis Interpreter in Treaty Negotiating</b> Ask, who are the Metis? Why were there Metis people living on the land with First Nations people? What role did the Metis play in treaty negotiations? Why would the Metis be asked to be interpreters in the treaty negotiation process? Have students examine the role of the Peter Erasmus, a Metis interpreter for Treaty 6 negotiations ( <i>Peter Erasmus</i> , Teaching Treaties in the Classroom Grades 7 – 12 Binder, pp. 274 – 276) and answer the following questions: Who was Peter Erasmus? Who wanted him to be the interpreter for the negotiations? Why did First Nations want him to be their interpreter? Why didn't the government want him to be an interpreter? What happened to the first interpreter during the talks? Why did Peter Erasmus become the interpreter? a) What does it mean to 'interpret'? What is an interpreter? What are the skills needed to be an effective interpreter? Have students read ( <i>Role of Interpreters in Treaty Negotiations</i> , pp. 272 & 273, Teaching Treaties in the Classroom Grades 7 – 12 Binder) to identify the challenges the Metis interpreters encountered during the treaty making process. What language and cultural barriers were present during the treaty making process? How did the differing worldviews affect the treaty negotiations? How would these challenges affect the understanding of the promises made at the time of treaty making?	<ul style="list-style-type: none"> <li>• Identify the Metis people and their role in treaty negotiations</li> <li>• Examine the role of a Metis interpreter in Treaty 6 negotiations.</li> <li>• Describe the role Metis interpreters played in the treaty making process.</li> <li>• Recognize the language and cultural barriers present at treaty negotiations.</li> <li>• Discuss how language and cultural barriers affected the understanding of treaty promises.</li> <li>• Identify how arts expressions reflect diverse worldviews.</li> <li>• Demonstrate understanding and apply knowledge of the treaty negotiation process through a dramatization.</li> <li>• Examine the impact of historical treaties in Saskatchewan have affected the current Canadian identity.</li> </ul>
<b>Subject Areas</b> <b>Arts Education Outcome: CR8.3 Investigate and identify how arts expressions can reflect diverse worldviews.</b> a. Discuss and describe the meaning of worldview. b. Describe how diverse worldviews may be represented in the arts. <b>Outcome: CP8.5 Investigate how theatrical elements (e.g., story, character, design, space) are combined to achieve dramatic purpose.</b> a. Identify how theatrical elements (e.g., story, role or character, technical design) can be manipulated to achieve a creative purpose and consider how such elements relate to own drama work. b. Analyze how each character's actions and the consequences of those actions affect the progression of the drama. c. Consider and analyze how set, costumes, lighting, and sound/music design can be manipulated to achieve different effects in own work. d. Demonstrate imagination when creating imaginary places and situations in own drama work. e. Analyze the use of movement, and the use of space and time in own work.	<b>Role Play on Treaty Negotiations</b> Have students read and participate in the <i>Role Play on Treaty Negotiation</i> , pp. 283-285, Teaching Treaties in the Classroom Grades 7 – 12 Binder. Inform students that the differing worldviews need to be represented in the role play.	<b>Consider:</b> How can the learning experiences help us answer the inquiry question?
<b>English Language Arts CC8.5-create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident).</b>	<b>Treaty Simulation Activity</b> Ask, what is a promise? What promises do you make? What promises are made to you? Who makes these promises? What do you use to seal the promises? Are promises made in treaties? Have students act out the <i>Simulation</i> , on page 302 in Teaching Treaties in the classroom Grades 7 – 12 Binder. What role did you play? How did culture and language affect your role in the simulation? What was the purpose of the simulation? What did you learn about treaty negotiations? How did the interpreter assist in understanding what the parties were saying? How did this help you to understand the role of the interpreter and how differences in language and culture (worldview) led to misunderstandings at the time Treaties 4, 5, 6, 8, and 10 were negotiated and signed.	<b>First Nations Protocol/Information</b>
<b>Social Studies DR8.3- Assess how historical events in Canada have affected the present Canadian identity</b> b. Assess the impact of a variety of important historical events in shaping the Canadian identity (e.g., the effect of the Royal Proclamation 1763 on Francophone and Aboriginal peoples; the fur trade economy; Quebec Act 1774; the Acadian deportation; the Loyalist migration; the War of 1812; Canada's role in World War I; the creation of the health care system; peace-keeping activities; the role of the RCMP in the development of the Canadian West; Canadian Confederation 1867; the building of the national railroad; the Métis resistance 1870 and 1885; John A. Macdonald's National Policy 1879; October Crisis 1970; the development of the Canadarm; the development of the music and film industry in French and in English in Canada).		

**Treaty Relationships – Goal:** By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

## Grade Eight: Exploring Treaty Impacts and Alternatives – Spirit and Intent

**Inquiry Question #2: To what extent have residential schools affected First Nations languages, cultures, communities and overall well-being?**

Treaty Essential Learnings: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context), TEL 4 (Worldview), TEL 6 (Contemporary Treaty Issues)		
“If the government had honoured and respected the First Nations people they came to live with, then none of the events would have happened. The intent of the treaties was to share and respect – not to have our culture destroyed” (Elder Gladys Wapass-Greyeyes, 2014). First Nations people are reviving their languages and cultures. The spiritual ceremonies have many traditional teachings that are now assisting First Nations people heal.		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<b>Treaty Education – Spirit and Intent</b>	<b>Indian Residential Schools</b>	
<p>SI8: Assess the impact residential schools have on First Nations communities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>➤ Compare stories of First Nations people who attended residential schools to the experiences students have had in their own schools.</li> <li>➤ Investigate how First Nations people were forced to learn languages and cultures other than their own.</li> <li>➤ Represent the effects of residential schools on First Nations’ languages and cultures.</li> <li>➤ Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools.</li> <li>➤ Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era.</li> </ul>	<p>Ask, what is a school? Why do you go to school? Where do you go to school? How long are you away from your home when you are in school? Have students listen to the song “Open Wounds” by Terry Craig (<a href="#">OTC website</a>) and discuss the meaning of the lyrics as they relate to residential schools and the impact on First Nations children (Open Wounds Learning Experience)? Have students repeat this activity at the end of the unit..</p> <p>a) Ask, do you know what Indian residential schools are? Who went to these schools? Inform the students that First Nations children had to leave their homes to go to school in the past. They were not allowed to go home for long periods of time during the school year. They lived at the school. What were the experiences of the children that went to Indian residential schools? Have students view <i>The Eyes of the Children: Life of a Residential School</i> at <a href="http://tinyurl.com/ohexxfv">http://tinyurl.com/ohexxfv</a>. Have students compare similarities and differences between their daily school experiences to that of a First Nations child in residential school (<i>My Daily Life and The Daily Life of the Residential School Child</i>, A Treaty Resource Guide For Grade 5, pp.-75 – 82). Lead a discussion with the students to reflect on the experiences of the First Nation’s child in a residential school. What impact would these schools have on a child? How would you feel if this happened to you? Invite students to share in a <i>Talk Teaching Treaties</i> in the classroom Grades 7 – 12 Binder <i>ing Circle</i> (Guidelines on page 45 in Teaching Treaties in the classroom Grades 7 – 12 Binder).</p> <p>b) Ask, who were the teachers? Who taught the First Nations’ languages and cultural teachings? Why were the children not speaking their First Nations languages? What happened in these schools? Have students read the stories from “...And They Told Us Their Stories” pp. 39-72 (Saskatoon Tribal Council) or <i>Residential School Oral Histories and Survivor Stories</i> at <a href="http://wherearethechildren.ca/en">http://wherearethechildren.ca/en</a> and list the effects residential schools had on First Nations survivors. What did First Nations learn about their First Nations’ cultures? How did this affect their self-image and identity? How does identity and self-esteem contribute to your health and well-being? What did the loss of language and culture do to these children (loss of identity, loss of belonging, loss of traditional teachings) (Treaty Resource Guide For Grade 5, pp.-31-32). What is happening to First Nations languages and cultures today?</p> <p>c) How were children treated in these schools? Inform the students that abuse happened at residential schools. What kinds of abuse occurred? What impacts did/does this abuse have on individuals, families and communities? Show images (teacher-determined) from residential schools at <a href="http://www.trc.ca">www.trc.ca</a> and ask students to describe or make statements about the images. Have students reflect and discuss in small groups the impacts of residential school on individuals and communities (poverty, mental illnesses, substance abuse, inability to parent, suicide, etc.). What does healing mean? What does healing look like? What are healthy ways to handle stress, anger, pain, etc.? Lead a class discussion on ways of healing (sharing experiences, art, painting, poetry, and balanced life). Many First Nations individuals and communities have begun their healing journey (<i>ArtsLink: Residential School Artists</i> at <a href="http://tinyurl.com/kyreuftr">http://tinyurl.com/kyreuftr</a>). Have students discuss how using the arts would help in the healing process. What are other ways of healing from abuses?</p> <p>d) Ask, what responsibility does the Canadian government have toward First Nations residential school survivors? View <i>The Day of the Apology</i> at <a href="http://100yearsofloss.ca/en/resources/">http://100yearsofloss.ca/en/resources/</a> to answer the following questions: why did the government make an official apology to First Nations residential school survivors? What did the government apologize for? What was the reaction of First Nations residential school survivors? What is the Truth and Reconciliation Commission (TRC)? Why is there a TRC? Have students view <i>Justice Murray Sinclair: Reconciliation—Our Shared Path Forward (Part 1)</i> at <a href="http://tinyurl.com/nl5ysdb">http://tinyurl.com/nl5ysdb</a> to reflect on the healing journey of First Nations residential school survivors. What are the intergenerational effects of residential schools on First Nations youth today?</p> <p><b>Open Wounds Song</b> Have students listen to the song “Open Wounds” by Terry Craig to repeat the activity above. Ask, how did the learning about residential schools and the affects these schools had on survivors cause create a deeper understanding of the lyrics.</p>	<ul style="list-style-type: none"> <li>• Define what a residential school is, the people or organizations involved, and its different aspects.</li> <li>• Discuss personal experiences to residential school experiences of First Nation people.</li> <li>• Identify how First Nations people were forced to abandon traditional languages and cultures and the process of imposed to learn new ones.</li> <li>• Demonstrate the impact on cultural identity through the residential school experience.</li> <li>• Analyze different forms of abuse endured by residential school students and their effect First Nation people and communities.</li> <li>• Understand what healing means, different forms of healing, and the process of healing.</li> <li>• Demonstrate how sharing stories contributes to the healing process.</li> </ul> <p><b>Consider:</b> How can the learning experiences help us answer the inquiry question?</p>
<p>English Language Arts CC 8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).</p> <p>Health USC8.4- Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.</p> <p>b. Discuss common definitions of “abuse” and “violence” and develop informed personal definitions of both.</p> <p>c. Assess the impact of physical, emotional, spiritual, and sexual abuse on families and communities.</p> <p>e. Discuss the factors that are known to contribute to abuse (e.g., stress, exposure to violence, addictions, mental health issues, poverty).</p>		<p><b>First Nations Protocol/Information</b></p> <ul style="list-style-type: none"> <li>• There are many residential school survivors in Saskatchewan. Many are willing to share their stories.</li> <li>• Teachers please use your judgement and make decisions regarding how you present sensitive information.</li> </ul>

**Spirit and Intent – Goal:** By the end of Grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.

### Grade Eight: Exploring Treaty Impacts and Alternatives – Historical Context

**Inquiry Question #3: What are the differences and similarities between the Saskatchewan Treaties 4, 5, 6, 8, and 10 and the British Columbia Nisgaá Treaty?**

Treaty Essential Learning: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context) , TEL 4 (Worldview) , TEL 6 (Contemporary Treaty Issues)		
Treaties 4, 5, 6, 8, and 10 were negotiated with the British Crown and the Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations. These treaties were made by the Crown to access land for settlement in the west and to expand what is now Canada. First Nations were concerned about their livelihood and wanted medicines for the diseases that came with the newcomers. They were sovereign nations who lived in what is now North America for thousands of years. The people had all the freedoms and rights that made everyone equal and everyone had opportunity to participate in the decisions made for their communities.		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<b>Treaty Education – Historical Context</b> HC8: Examine how Provincial, Territorial, and Aboriginal governments, who have not negotiated treaty, work to respect each other's interests. Indicators: <ul style="list-style-type: none"> <li>➤ Research and compare the experiences of British Columbia First Nations with the experience of people from Saskatchewan who have negotiated Treaties.</li> <li>➤ Analyze how respective world views influence the interests of each party who desire to enter into treaty.</li> </ul>	<b>1. Saskatchewan Treaties 4, 5, 6, 8, and 10 and the British Columbia Nisgaá Treaty</b> What is a treaty? Why are treaties negotiated? What treaties exist in Canada? Who was involved in these treaties? What treaties exist in Saskatchewan? When were these treaties made? What treaties exist in British Columbia? When were these treaties made? What are the differences and similarities between the Saskatchewan Treaties 4, 5, 6, 8, and 10 and the British Columbia Nisgaá Treaty? Have students view the videos <i>Nisga'a: Dancing in Two Worlds</i> at <a href="https://www.youtube.com/watch?v=whDXkZsykPe">https://www.youtube.com/watch?v=whDXkZsykPe</a> and <i>A Solemn Undertaking: The Five Treaties of Saskatchewan</i> at <a href="http://www.otc.ca/video/v/98661857">http://www.otc.ca/video/v/98661857</a> and work in groups to research and compare the experiences of British Columbia First Nations with the experience of people from Saskatchewan who have negotiated Treaties. Assign each group one or more of the following topics. Select some or all of the research areas identified in each topic. <ol style="list-style-type: none"> <li>Worldviews (Historical British, Cree, Dene, Nahkawé, Nakota Nations), (Contemporary Canadian government, Nisgaá Nation, and Provincial BC government) in terms of languages, cultures, view of the land and resources, land stewardship (preservation and conservation). Students will explain how these differences in worldview would influence the interests of each party.</li> <li>History (Royal Proclamation, BNA 1867, Treaties, Indian Act, Canadian Constitution of 1982)</li> <li>Legal Factors – federal and provincial laws, policies, cases, (Charter of Rights and Freedoms, Aboriginal rights, First Nations hire non-First Nations lawyers as negotiators)</li> <li>Reasons for Treaty Making (land, resources, economics, aboriginal title to land, sustainability (economic, cultural, environmental))</li> <li>Treaty Process – consultation process, building of trust, timeline for negotiations and final agreement of treaty, cultural ceremonies</li> <li>Treaty Participants - Roles of Treaty Commissioners, First Nations leaders, lawyers, federal and provincial government officials, interpreters,</li> <li>Negotiations (what languages used, written and/or oral tradition, parties, benefits of treaty (land and resources, timelines, ),</li> <li>Treaty Agreements – sealing of treaty agreements (cultural ceremonies, legal contracts), recording the agreements</li> </ol> Have students create and present to the class a visual and multimedia presentation with adequate detail, clarity, and organization to demonstrate understanding of the topic researched by the group.	<ul style="list-style-type: none"> <li>Research and compare the treaty making experiences of the Nisgaá First Nation in British Columbia and the Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations in Saskatchewan.</li> <li>Analyze how respective world views influence the interests of each party who desire to enter into treaty.</li> <li>Demonstrate why treaties are needed to resolve issues between First Nations and the Canadian government.</li> <li>Recognize that First Nations do have the right to make treaties to gain Aboriginal title to their traditional lands.</li> <li>Identify reasons for treaty making historically and today.</li> <li>Distinguish differences and similarities between historic Saskatchewan treaties and the contemporary Nisgaá Treaty in British Columbia.</li> </ul>
<b>English Language Arts Outcome: CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident).</b> <b>CC 8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony)</b>	<b>Relationships between Provincial, Federal and First Nations Governments</b> How did the Nisgaá Treaty change the relationships between the Canadian government and the Nisga'a people? Why is it different from the relationship between the Canadian government and Saskatchewan First Nations? How does the Nisgaá Treaty influence existing and future treaties with First Nations in Canada? Have the students explore through brainstorming and discussions how positive treaty relationships between the Canadian government and First Nations can be developed now and in the future (true consultations with First Nations, taking time to build trusting relationships, recognize that First Nations were the first to hold "Aboriginal Title" to the lands in what is now Canada, etc...). Have students investigate current articles in mainstream media to identify issues facing First Nations today. Why is it important for the Canadian government and First Nations renew the treaty relationship? How would that help resolve current concerns and issues?	<b>Consider:</b> How can the learning experiences help us answer the inquiry question?  <b>First Nations Protocol/Information</b>
<b>Social Studies Outcome: DR8.2 Describe the influence of the treaty relationship on Canadian identity.</b> a. Describe the influence of varying views of the land in motivating the treaty relationship. b. Explore unfulfilled aspects of Treaty (e.g., education, health care) in Canada. c. Relate land claims and fishing and hunting rights to treaty provisions. d. Represent the benefits of the treaties for all Canadians.		

**Historical Context – Goal:** By the end of Grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.



**Grade Eight: Exploring Treaty Impacts and Alternatives – Treaty Promises and Provisions –**

**Inquiry Question #4: To what extent have the treaty obligations for health, education and livelihood been honoured and fulfilled?**

<b>Treaty Essential Learning: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context) , TEL 4 (Worldview) , TEL 6 (Contemporary Treaty Issues)</b>		
First Nations' communities were being decimated by illnesses brought by the newcomers. First Nations wanted the medicines for these illnesses. The Canadian government made a treaty promise that First Nations would receive these medicines. First Nations asked for education so that their children and children unborn would learn "the cunning of the white man". First Nations received education as a treaty promise. The implementation of this promise led to the assimilation and colonization. First Nations people believe the promises of medicine and education have not been fulfilled.		
<b>Outcomes and Indicators</b>	<b>Possible Learning Experiences</b>	<b>Assessment Ideas</b>
<b>Treaty Education – Treaty Promises and Provisions</b> TPP8: Assess whether the terms of treaty have been honoured and to what extent the treaty obligations have been fulfilled. Indicators: <ul style="list-style-type: none"> <li>➤ Represent an understanding of the concepts "Medicine Chest" and "Education", as intended in the Treaties.</li> <li>➤ Relate various quality of life measures from the perspectives of First Nations and non-First Nations people based on the fulfillment of treaties.</li> <li>➤ Propose options that may address any inequities discovered.</li> </ul>	<b>First Nations and the Crown treaty obligations</b> Who made treaties in Saskatchewan? What treaties were made in Saskatchewan? What commitments did the British Crown make to First Nations people? What commitments did First Nations people make to the British Crown? ( <i>Chart A &amp; B – First Nations and The Canadian Government's Expectations and Benefits from Treaty, p. 306 - 308, (Teaching Treaties in the Classroom Grades 7 – 12 Binder)</i> )? Have students compare and contrast the fulfillment of treaty obligations made by both parties.  <b>Medicine Chest, Education and Livelihood</b> How did First Nations cure illnesses before the arrival of the newcomers? Where did they get their medicines ( <i>Health and Medicine, p. 53, Teaching Treaties in the classroom Grades 7 – 12 Binder</i> )? What are the treaty promises made to First Nations people in Treaties 4, 5, 6, 8 and 10? Have students identify the health, education and livelihood promises and provisions made to First Nations people in the Numbered Treaties 1 – 11 ( <i>Legacy, pp. 54-57, (Richard Price)</i> ). a. Why were First Nations promised medicine? What new illnesses came with the Newcomers? (influenza, small pox, etc.) Did the First Nations have medicine to cure these new illnesses? Why do you think the medicine chest clause was included in Treaty 6? What is a medicine chest? What is the importance of a medicine chest? What did the medicine chest promise mean from a First Nations perspective? b. Why was education included in Treaty 4? Why did First Nations leaders want the education of the British Crown? Why did they think it was important for their children to learn the English language and culture? Did the First Nations leaders agree to give up their traditional language and culture? Have students investigate the treaty promises related to education in Treaties 4, 5, 6, 8 and 10. What did the education promise mean from a First Nations perspective? c. What does livelihood mean? How do your parents make a living? What ways are there to make a living today? What promises were First Nations given regarding livelihood? How were First Nations people to make a living in Treaties 4, 5, 6, 8 and 10? Do you think land was an important part of the promises? How were First Nations people to use the land to make a living (agriculture, fishing, trapping, etc.)? What did the livelihood promise mean from a First Nations perspective? Have students compare and contrast the ways of making a living today in Saskatchewan to the ways of making a living after the treaties were signed.  <b>Quality of Life for First Nations People and Newcomers</b> Have the medicine chest, education, and livelihood treaty promises been honoured and fulfilled? ( <i>Aboriginal Health at <a href="http://healthcouncilcanada.ca/accord.php?mmu=1&amp;mmu1=7">http://healthcouncilcanada.ca/accord.php?mmu=1&amp;mmu1=7</a></i> ) and search other websites for statistical data. What does quality of life mean (health, education, employment, etc.)? How do you measure quality of life? Do First Nations people have the same quality of life as do the Newcomers? (health, employment, economic development, education)? How do we measure the quality of life for both First Nations people and Newcomers? Have the students' research data for both First Nations and Newcomers to identify the trends, discrepancies and inequities in terms of quality of life (education, mortality, longevity, etc.). Represent in graph form (pie chart, bar graph, etc.) the comparison between First Nations and Newcomers' information. Have the promises for the medicine chest, education and livelihood been honoured and fulfilled by the government? Have students brainstorm the impacts of the unfulfilled treaty promises to First Nations people today and generate ideas on how the government can fulfill these promises.	<ul style="list-style-type: none"> <li>• Compare and contrast the fulfillment of treaty obligations made by both parties.</li> <li>• Investigate the treaty promises related to health, education, and livelihood in Treaties 4, 5, 6, 8 and 10.</li> <li>• Investigate the similarities and differences between making a living today and after the treaties were signed.</li> <li>• Research data for both First Nations and Newcomers to identify the trends, discrepancies and inequities in terms of quality of life</li> <li>• Identify the trends, discrepancies and inequities in terms of quality of life</li> <li>• Understand treaty promises from the First Nations perspective.</li> <li>• Represent in graph form the comparison between First Nations and Newcomers' data.</li> <li>• Analyze and interpret mathematical statistics</li> </ul> <p><b>Consider:</b> How can the learning experiences help us answer the inquiry question?</p>
<b>English Language Arts CC 8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident).</b>		
<b>Mathematics Outcome: SP8.1 Analyze the modes of displaying data and the reasonableness of conclusions. [C, CN, R]</b> a. Engage in a project that involves: <ul style="list-style-type: none"> <li>○ the collection and organization of first- or second-hand data related to a topic of interest (such as local wildlife counts or surveying of peers)</li> <li>○ representation of the data using a graph</li> <li>○ explanation of type of graph chosen by self and peer</li> <li>○ description of the project, challenges, and conclusions</li> <li>○ self-assessment.</li> </ul>		
<b>Social Studies DR8.2- Describe the influence of the treaty relationship on Canadian identity.</b> b.. Explore unfulfilled aspects of Treaty (e.g., education, health care) in Canada. Using statistics from Statistics Canada on number of residential schools, reserve land, etc.		<b>First Nations Protocol/Information</b> <ul style="list-style-type: none"> <li>• Elders' interpretation of Health and Medicine, p. 54 of K- 12 Teaching Treaties in the Classroom Binder</li> </ul>

**Treaty Promises and Provisions – Goal:** By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.

## TEACHER BACKGROUND INFORMATION

### Treaty Relationships

1. At the time of treaty making in what is now Known as Northern Saskatchewan, The Metis used their knowledge of English, Denesûliné, Nêhiyawak , and Metis language and culture to interpret between the Crown and First Nations what was said at the negotiations during Treaties 4, 5, 6, 8, and 10.
2. The Metis interacted with First Nations in the fur trade and in missionary activities and developed good relations among the Denesûliné, Nêhiyawak, Nahkawé, and Nakota people. The Crown recognized that this positive relationship would be helpful in making treaties with First Nations. The Crown saw the Metis as middle men who would assist in preventing violence between the treaty parties and would assist the treaty process to begin and continue to treaty signing.
3. *“The Metis interpreters for Treaty 10 were also employees of the Hudson Bay Company which meant they had other motives. He likely got paid by the Crown. These interpreters spoke Dene, Cree and English. He would have been a prominent figure in the area. His only role was to interpret between the Dene, Cree and the Treaty Commissioner. These men were to be neutral not representing the Crown or First Nations. He was to observe the process and to just interpret from Cree, Dene to English. The worldview was not passed on to each party. That was supposed to be the in the process.” (Paul Sylvester, Denesuline, Treaty 10, October 2014)*
4. *“Rapheal, the Dene leader was chosen by the Commissioner – Chief picked up the rock and told the Treaty Commissioner “I am not interested in the money, I am interested in this and he held the rock in his hand, meaning he loved the land.” From there the Metis had to translate this meaning to the Treaty Commissioner. He did that and interrupted the treaty making process because Treaty Commissioner did not want to hear that. He did not want to negotiate land. He was caught in a bind where he was going to offer money for the land. The Treaty Commissioner said we have a long way to go; we got to finish this now. Rapheal said “if you are in a hurry we can’t do things properly. So why don’t you just go and come back when you are ready”. (Paul Sylvester, Denesuline, Treaty 10, October 2014)*

### Spirit and Intent

1. The educational experiences of First Nations children after treaty were very different from the system First Nations peoples had prior to

the arrival of the newcomers. The residential school systems led to the suppression of First Nations languages and cultures, which in turn led to the displacement of First Nations students within their own communities as well as in the larger, dominant society. The many abuses experienced by First Nations students while they attended residential schools have led to countless social problems in First Nations and other communities.

2. In its response to the *Report of the Royal Commission on Aboriginal Peoples*, the federal government acknowledged in its “Statement of Reconciliation” the errors of the past: *“Sadly, our history with respect to the treatment of Aboriginal people is not something in which we can take pride. Attitudes of racial and cultural superiority led to a suppression of Aboriginal culture and values. As a country, we are burdened by past actions that resulted in weakening the identity of Aboriginal peoples, suppressing their languages and cultures, and outlawing spiritual practices. We must recognize the impact of these actions on the once self-sustaining nations that were disaggregated, disrupted, limited or even destroyed by the dispossession of traditional territory, by the relocation of Aboriginal people, and by some provisions of the Indian Act. We must acknowledge that the result of these actions was the erosion of the political, economic and social systems of Aboriginal people and nations.”*

3. First Nations peoples have been dealing with the many negative impacts of residential schools affecting generations of First Nations individuals, families and communities. Many First Nations people have turned to the cultural teachings and ceremonies to heal from the many abuses experienced in residential schools. Many more have not begun to heal, therefore; First Nations communities continue to deal with the impacts of residential schools.

4. The intergenerational effects of residential school abuses and loss of cultures and languages have produced new generations that struggle with self-identity, self-esteem, and loss of belonging to their respective First Nations communities. This has affected graduation rates, incarceration, poverty, diseases, and mental illness.

5. First Nations continue to work toward healthy individuals and communities that overcome the abuses to become leaders in urban and reserve communities. First Nations believe that the negative impacts of residential schools will take a long time to resolve.

### **Historical Context**

1. The *Indian Act* is a discriminatory approach to dealing with First Nations peoples. It was legislated to guide Canada’s relations with First Nations peoples by imposing restrictions on them in order to meet two main goals for the government: 1) to civilize the First Nations; and 2) to assimilate them into mainstream society.

2. The treaty-making process was the sanctioning of relationships for both nations. Both nations realized the agreements were permanent legal-binding contracts. The treaties are recognized by Canadian law and are protected by the supreme law of the land, the *Canadian Constitution Act* (1982).

3. Treaty First Nations expected to retain responsibility for the transmission to future generations of their forms of social and cultural organization, their spiritual beliefs, and their skills and knowledge related to economic development for their communities. They expected to retain the authority and capacity to govern their own people according to their laws and systems of justice.

4. The *British North America Act*, 1867, which created Canada, gave the federal government the constitutional responsibility and jurisdiction over “Indians and lands reserved for Indians.” The First Nations peoples were not consulted when the federal government became responsible for them nor did they know they would become wards of the government under the *British North America Act*, 1867.

5. The First Nations, Canadian and Saskatchewan governments are working together to ensure First Nations peoples have equal access to education, economic and social opportunities. The Canadian and Saskatchewan governments are beginning to acknowledge and affirm the treaties made between the British Crown (now the Canadian Government) and First Nations peoples. These governments are also acknowledging that the assimilation and colonialism policies and laws applied to First Nations peoples have far reaching negative impacts on society as a whole. These negative impacts will last as long as the treaty agreements are not implemented. The fulfillment of treaties made in Saskatchewan will ensure “good relations” among First Nations and other peoples.

### **Treaty Promises and Provisions**

1. Understanding the treaties promotes social harmony. Building social harmony is achieved through respect, which is achieved through understanding, which is achieved through knowledge, which is achieved through education. Education will provide a foundation to build a harmonious future for all Canadian people.

2. The education of First Nations peoples is a right guaranteed by the treaties, which were negotiated and settled by the Crown on behalf of the newcomers and by First Nations leaders on behalf of their peoples.

3. Treaty First Nations expected to retain responsibility for the transmission to future generations of their forms of social and cultural organization, their spiritual beliefs, and their skills and knowledge related to economic development for their communities. They expected to retain the authority and capacity to govern their own people according to their laws and systems of justice. They would respect the laws of the Crown, and in return, the Crown would respect the authority of the First Nations in matters of governance over their own lands and people.

4. There is consistent disparity from generation to generation between First Nations peoples and the majority of Canadian society with respect to economic, social and cultural rights and conditions. As a result of the treaties not being fully implemented, First Nations peoples are currently experiencing sub-standard lifestyle because of lack of social and economic opportunities, inequalities and injustices.



## SUGGESTED GRADE EIGHT BOOKS, VIDEOS, and WEBSITES

(Note: If the suggested resources are not on the Ministry of Education's recommended learning resources list, please refer to the Ministry of Education's *Learning Resources Evaluation Guidelines* (2013) or your school/school division's learning resources evaluation policy to evaluate the resources).

**Books:** Recommended Learning Resources – Ministry of Education are identified with (\*)

**Websites:** Disclaimer: The websites listed below may not be available because the site may have been discontinued by the organizations listed in the URL. All websites were accessed on 04/12/14.

### Treaty Relationships

- \*Price, R. (1981). *Legacy: Indian Treaty Relationships*. Plains Publishing: Edmonton. ISBN 978-0-920985-31-1
- \*Office of the Treaty Commissioner. (2008). *Treaty Essential Learnings: We Are All Treaty People*. Author: Saskatoon, Saskatchewan. ISBN 978-0-978-2685-9-6
- Treaty Commissioner. (2006). *In Their Own Land: Treaty Ten and Canoe Lake, Clear Lake, and English River Bands*. Office of the Treaty Commissioner: Saskatoon, Saskatchewan.
- \*Office of the Treaty Commissioner. (2002). *Teaching Treaties in the Classroom, Grades 7 – 12 Binder*. Office of the Treaty Commissioner: Saskatoon, Saskatchewan.
- \*Office of the Treaty Commissioner. (2002). *Teaching Treaties in the Classroom, Grades 7 – 12 Binder*. Office of the Treaty Commissioner: Saskatoon, Saskatchewan.
- \*Office of the Treaty Commissioner. (1998). *Statement of Treaty Issues: Treaties as a Bridge to the Future*. Office of the Treaty Commissioner: Saskatoon, Saskatchewan.

### Spirit and Intent

- \*Cardinal, H. & Hildebrandt, W. (2000). *Treaty Elders of Saskatchewan: Our Dream Is That Our People Will One Day Be Recognized As Nations*. University of Calgary Press. Calgary. ISBN 1-55238-043-2

- \*Office of the Treaty Commissioner. (2008). *Treaty Essential Learnings: We Are All Treaty People*. Author: Saskatoon, Saskatchewan. ISBN 978-0-978-2685-9-6
- Saskatoon Tribal Council. (2008). “...And They Told Us Their Stories”. Saskatoon Tribal Council: Saskatoon

#### Videos:

- *The Eyes of the Children: Life of a Residential School* at <http://www.cbc.ca/archives/categories/society/education/a-lost-heritage-canadas-residential-schools/the-eyes-of-children---life-at-a-residential-school.html>.
- *Residential School Oral Histories and Survivor Stories* at <http://wherearethekids.ca/en>
- *The Day of the Apology* at <http://100yearsofloss.ca/en/resources/>
- Truth and Reconciliation Commission at [www.trc.ca](http://www.trc.ca)
- *Justice Murray Sinclair: Reconciliation—Our Shared Path Forward (Part 1)* at <http://nationtalk.ca/story/featured-video-of-the-day-justice-murray-sinclair-reconciliation-our-shared-path-forward-part-1/>
- *100 Years of Loss: The Residential School System in Canada* at <http://www.legacyofhope.ca/downloads/100yol-prospectus.pdf>
- *Took the Children Away (Canadian Schools)* at <https://www.youtube.com/watch?v=rpNSrqsU1eI>
- Policy of Assimilation and Residential Schools at [http://esask.uregina.ca/entry/residential\\_schools.html](http://esask.uregina.ca/entry/residential_schools.html)
- Song with pictures - *Perfect Crime* – Aaron Peters at <http://www.firstpost.com/topic/product/peter-perfect-aaron-peters-perfect-crime-video-5D1bL5chc48-52056-7.html>
- *Open Wounds* – song at [www.otc.ca](http://www.otc.ca) (will include more info when it is uploaded)
- *Legacy of Hope Resource List* at <http://100yearsofloss.ca/en/resources/>
- *Artslink: Indian Residential School Artist* at [https://www.edonline.sk.ca/bbcswebdav/library/materials/ArtsLink/index\\_new\\_banner.html](https://www.edonline.sk.ca/bbcswebdav/library/materials/ArtsLink/index_new_banner.html)

#### Historical Context

- \*Cardinal, H. & Hildebrandt, W. (2000). *Treaty Elders of Saskatchewan: Our Dream Is That Our People Will One Day Be Recognized As Nations*. University of Calgary Press. Calgary. ISBN 1-55238-043-2
- \*Price, R. (1981). *Legacy: Indian Treaty Relationships*. Plains Publishing: Edmonton. ISBN 978-0-920985-31-1
- \*Office of the Treaty Commissioner. (2008). *Treaty Essential Learnings: We Are All Treaty People*. Author: Saskatoon, Saskatchewan. ISBN 978-0-978-2685-9-6
- \*Office of the Treaty Commissioner. (2002). *Teaching Treaties in the Classroom, Grades 7 – 12 Binder*. Office of the Treaty Commissioner: Saskatoon, Saskatchewan.

#### Maps:

- \*Treaty Boundaries, Location of First Nations and Treaty Sites in Saskatchewan. Office of the Treaty Commissioner: Saskatoon, Saskatchewan.

- The First Nations of Saskatchewan (Language /Dialect Groups). Office of the Treaty Commissioner: Saskatoon.

#### Videos:

- *Nisga'a: Dancing in Two Worlds* at <https://www.youtube.com/watch?v=whDXkZsykPc>
- *Solemn Undertaking: The Five Treaties of Saskatchewan* at <http://www.otc.ca/video/v/98661857>
- *Canadian Charter of Rights and Freedoms* at <http://www.pch.gc.ca/eng/1355260548180/1355260638531>

#### Treaty Promises and Provisions

- \*Cardinal, H. & Hildebrandt, W. (2000). *Treaty Elders of Saskatchewan: Our Dream Is That Our People Will One Day Be Recognized As Nations*. University of Calgary Press. Calgary. ISBN 1-55238-043-2
- Cuthand, D. (\_\_\_\_). *Askiwina: A Cree Word*. \_\_\_\_\_. ISBN 9781550503456
- \*Price, R. (1981). *Legacy: Indian Treaty Relationships*. Plains Publishing: Edmonton. ISBN 978-0-920985-31-1
- \*Office of the Treaty Commissioner. (2008). *Treaty Essential Learnings: We Are All Treaty People*. Author: Saskatoon, Saskatchewan. ISBN 978-0-978-2685-9-6
- \*Office of the Treaty Commissioner. (2002). *Teaching Treaties in the Classroom, Grades 7 – 12 Binder*. Office of the Treaty Commissioner: Saskatoon, Saskatchewan.

#### Videos:

- *Aboriginal Health* at <http://healthcouncilcanada.ca/accord.php?mnu=1&mnu1=7>

#### Teacher Resources:

- \*Cardinal, H. & Hildebrandt, W. (2000). *Treaty Elders of Saskatchewan: Our Dream Is That Our People Will One Day Be Recognized As Nations*. University of Calgary Press. Calgary. ISBN 1-55238-043-2
- \*Indian and Northern Affairs Canada. (2006). *The Learning Circle: Classroom Activities on First Nations in Canada. Ages 4 – 7*. Minister of Public Works and Government Services Canada: Indian and Northern Affairs Canada. ISBN 978-1-100-17177-7
- \*Office of the Treaty Commissioner. (2008). *Since Time Immemorial: A Treaty Resource Guide for Kindergarten (Topics One to Four)*. Office of the Treaty Commissioner: Saskatoon, Saskatchewan. ISBN 978-0-978-2685-1-0
- \*Office of the Treaty Commissioner. (2008). *The Lifestyles of First Nations Peoples Before and After the Arrival of the Newcomers: A Treaty Resource Guide for Grade One (Topics Two and Three)*. Office of the Treaty Commissioner: Saskatoon, Saskatchewan. ISBN 978-0-978-2685-2-7
- \*Office of the Treaty Commissioner. (2008). *Treaty Essential Learnings: We Are All Treaty People*. Office of the Treaty Commissioner: Saskatoon, Saskatchewan. ISBN 978-0-978-2685-9-6

- Office of the Treaty Commissioner. <http://otctreatyteachermt.wikispaces.com/file/view/Circle+of+Life+and+the+Sacred+Number+Four-Kindergarten.pdf> Circle of Life Lesson
- Office of the Treaty Commissioner. <http://otctreatyteacherwikispace.wikispaces.com/> Teacher made lessons, smart board games, power point games and novel studies

#### Videos:

*\*Allen Sapp's Art: Through the Eyes of the Cree and Beyond (Kit). Office of the Treaty Commissioner: Saskatoon, Saskatchewan*

#### Websites:

- [www.otc.ca](http://www.otc.ca) Office of the Treaty Commissioner (home page and teacher login sections)
- Story-Lovers <http://www.story-lovers.com> Turtle Turtles Stories – Story-Lovers SOS Story Lists
- Saskatchewan Indian Cultural Centre  
[www.sicc.sk.ca](http://www.sicc.sk.ca)
- Gift of Language and Culture Project  
<http://www.giftoflanguageandculture.ca/>
- Cradleboard Core Curriculum  
[www.cradleboard.org](http://www.cradleboard.org)
- Native Creation Myths  
[http://www.ucalgary.ca/applied\\_history/tutor/firstnations/myths.html](http://www.ucalgary.ca/applied_history/tutor/firstnations/myths.html)
- Storytelling: The art of knowledge  
<http://www.civilization.ca/aborig/storytel/introeng.html>
- Four Directions Teachings  
<http://www.fourdirectionsteachings.ca>
- Kids' Stop (INAC)  
<http://www.ainc-inac.gc.ca/ach/lr/ks/index-eng.asp>